

Development of Creative Activity of Students in The System of The Organizational Culture of The Modern University¹

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ABSTRACT

Student creativity today is indicative of the successful operation of the higher education institution in the training of specialists. Organizational culture, being a complex of common and shared by all subjects of teaching and educational activity such as values, norms, beliefs, acts as an important integration factor influencing the creative activity of students. The article deals with the problems of development of creativity and the creative activity of students of universities in the light of the development of the organizational culture of the university. By means of students' poll from Tyumen leading universities the main problems in the organizational culture of the university were identified impeding the development of creativity and creative activity of students: the low level of students' awareness of the directions of creative activity in university; mismatch of curricula and extra-curricular activities, aimed at the development of creativity and creative activity, offered by modern universities, needs and demands of students; low motivation of teaching staff for the implementation of innovative methods in the educational process; the absence of clear guidelines from the administration of the educational institution, aimed at the implementation of methods and forms of learning, contributing to the development of creativity and the creative activity of students; low prestige of scientific research creativity and extracurricular activities programs offered by institutions of higher education; the practical lack of active methods in students' training; the negative attitude of the administration and faculty to the students participation in creative activities of the university.

KEYWORDS

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Introduction

Higher education in the modern period became one of the main priorities of the government in many countries; the human factor takes on the leading role in the current situation of the international community. Higher vocational education is a social institution, which is characterized by accessibility, variety of conditions, continuity, practical orientation, adequacy, international character. This allows seeing the essence of education from the perspective of humanistic approach, when the highest sense of social development becomes the personal attitude to the highest value of life.

Today humanization of education is considered as the most important socio-pedagogical principle, which reflects modern trends in public construction and operation of the education system. The main purpose of education is the development of the individual, respectively humanization confronts the formation of another task - to promote all possible means of personality development that takes the subject-object relationship in the subject-subject, the study of which allows selecting as subjects of higher education identity: the name of students and teachers, society; the name of employers and the state; the name of higher education institutions and management agencies.

This approach allows us to represent the system of higher education as a sphere of interaction between the individual, society and state, where all subjects of educational relations have the opportunity to influence the functioning and development and take responsibility for creating the conditions necessary for the implementation of the higher education system, its social and educational functions, define higher education as a polysubjective system.

Training to meet the needs of a modern employer requires a reorientation of higher education with the traditional teaching methods, based on the transfer of ready-made professional knowledge and skills on methods of promoting the development of creative potential of students (Barbakov, Belonozhko, Siteva, 2015).

In this regard, one of the major social problems of the higher education system is the formation of creative activity of the student's personality. The main role in this process is the organizational culture of the university (Garabagiu, Ustinova, 2013; Belonozhko, Shaforost, 2015; Tkacheva, 2013).

The urgency of the designated problem is caused by combination of the following factors:

Firstly, as a result of Russia's participation in the Bologna process and the changes in the legislation on education, higher vocational education shifted to tiered system and new educational standards of the third generation. The orientation of the educational process on the result of a common cultural and professional competences, understood as the ability to apply knowledge, skills and personal qualities to be successful in a particular field; integration of education and the educational process; the social order orientation; the innovative character of education and educational technology, which undoubtedly will lead to a transformation in the organizational culture of universities are indicated as basic principles of the federal state education standards.

Second, most modern universities do not give due attention to the development of organizational culture, considering it as a secondary direction, opposed to learning activities. At the same time, the university organizational

culture affects not only the progress of students, but also their creativity and helps to speed up the processes of their social adaptation to the modern labor market (Frolov, Belonozhko, 2015; Khairullina, 2014; Ustinova, Garabagiu, 2010).

Third, student's work, realized in the system of university organizational culture has an impact on the image and competitiveness of educational institution.

The organizational culture of the university has specific features due to the following circumstances:

1) Institute of Education has a high social value. In this sense, education as a process of social reproduction of human beings is one of the most rooted in society social institutions, acting as a collection of historical and fixed, stable and self-perpetuating kinds of social relationships, designed to meet the needs of society in the transfer of knowledge from one generation to another.

The high social significance entails the education system subordination with execution regulations prevailed in a particular society of social roles, i.e. dominant in this society cultural standards, the dominant ideology, ethical principles and ideals, policies and other determining social factors that are reflected in the ongoing state policy in the sphere of education (Gaisina, Mikhaylovskaya, Khairullina, Ustinova, Shakirova, 2015; Ignatova, 2013) All this is reflected in the strategic direction and organizational culture of universities.

2) As part of the university a plurality of subjects operates, which are significantly different according to their social status. So, if the subjects of organizational activities at usual enterprise are, as a rule, employees, then in university - they are students, faculty and staff (administrative, technical, support staff). This feature has several aspects. First, each subject brings (directly or indirectly) changes in the organizational culture of the university; secondly, the individual elements of the organizational culture will be perceived differently (or not seen at all) by different subjects.

3) Subcultures are created by virtue of a plurality of subjects of organizational activities, as well as a lot of participants and the territorial division of the university in organizational culture.

4) The focus of higher education in Bologna process orients educational institutions to deepen the internationalization and globalization processes, erasing cross-cultural differences and culture transmission.

Taking into account the above features, the non-formalized or partially formalized system of values and norms of behavior, rules, customs and traditions, received and shared by the administration of the institution, teaching staff and students are offered to understand as the organizational culture of the university; it is the product of their joint activities; aimed at understanding of the mission, goals and objectives of the university and the educational process.

The elements of the organizational culture of the university, given the specificity of the educational environment, are as follows: 1) the system of norms and values; 2) moral and psychological climate in the team; 3) Strategy, Mission, customs and traditions; 4) organization of extracurricular activities; 5) the organization of the educational process; 6) organization of educational work.

Creative activity of students - an activity aimed to optimum realization of creative potential, with the aim of education and development of socially significant qualities of the creative person.



The creative potential of the student is the integrative quality of the person, reflecting the best feasibility of creative powers in the process of interaction with the subjects of the organizational activities of the university within the organizational culture of educational institution.

Methods

Study of the problems of development of student creativity in the organizational culture of the modern university system was carried out on the basis of three universities of Tyumen: Tyumen State University (TSU), Tyumen State Oil and Gas University (TSOGU) and Tyumen State University of Civil Engineering (TSUCE) in four stages.

The questionnaire of 1,000 students was conducted in order to assess their creative activity and influence on it of the organizational culture of the university, as well as the identification of problems of development of student creativity in higher education (Tab. 1)

Table 1. Socio-demographic characteristics of the surveyed students, %

Index		Distribution of socio-demographic characteristics of the students in higher educational institutions, %			Total, %
		TSOGU	TSU	TSUCE	
2	3	4	5	6	7
Gender	Female	18.6	22.4	17.9	52.9
	Male	14.7	10.9	15.5	47.1
Age	16-17 years	15.9	16.5	17	13.4
	18-19 years	10.9	9.6	11.3	27.8
	20-21 years	3.9	4.1	3.3	37.3
	22 and older	2.6	3.1	1.8	21.5
Marital status	Married	1.2	1.3	1.4	3.9
	Single	30.0	34.5	32.1	96.1
Housing conditions	With parents	16.1	15.9	16.9	48.9
	Live alone (in own or rented apartment)	5.1	6.4	4.1	15.6
	The apartment with friends, siblings without parents	3.8	3.6	3.8	11.2
	In the hostel with other students	4.7	4.6	4.1	13.4
	With his wife (her husband) (referring to both common law and official marriages)	3.6	2.8	4.4	10.9
Academic progress (GPA) during the last school semester	4.5-5	5.7	5.8	4.7	16.2
	4-4.4	13.6	11.2	12.1	36.9
	3.5-4	9.8	12.5	10.6	33.2
	below 3.5	4.24	3.84	5.62	13.7
Having a job	regular	6.7	5.9	7.2	19.8
	irregular in their free time	6.1	5.3	6.1	17.5
	does not work	20.54	22.14	20.02	62.7

Distribution of respondents by gender, age and marital status corresponds to a total age and gender distribution of the Tyumen university students (the number of girls are more than the number of boys; approximately 95-98% of the students do not have their own family). Typically, students who do not have a regular job take a proactive stance - about one-fifth of students earns in their leisure time and holidays.

The analysis of respondents' answers about the conditions of their residence revealed that the majority of them live with their parents (approximately every second), every third - with peers, a significant number of respondents has own family (a common law marriage).

To complete the study, respondents were asked to identify their level of performance on the basis of calculating the average score on the estimates obtained in the last academic semester (approximate answers were allowed under the proposed interval). As it can be seen from the Tab. 1, the average score for most of the estimated Tyumen students enrolled full-time, is in the range of 3.5-4.4.

Results

The Assessing the impact of organizational culture on college students' creative activity is carried out by a questionnaire aimed at:

- 1) detecting the presence (or absence) of a single strategy in the university for the development of creativity and the creative activity of students;
- 2) assessment of the moral and psychological climate of the university;
- 3) identification of motivational value systems of students, aimed at the development of their creative potential in the process of development of the basic profession;
- 4) identify behaviors of teachers, creative approach to the educational process, the level of use of active learning methods.

The answers of students on the issue of how teachers and university administration react to the creative life of students are presented in Table 2.

Table 2. Attitude of teachers and the university administration to the student's creativity (participation in competitions, festivals, visits to groups and sections, research work, individual work), %

Possible answer	The distribution of the students' answers on higher education institutions,%			Total number of students,%
	TSOGU	TSU	TSUCE	
Encouraged by additional bonuses *	7.8	6.1	5.7	19.6
Positively, if it does not affect the study results	11.2	12.1	9.1	32.4
Neutrally	12.9	13.1	13.3	39.5
Negatively, part of teachers demonstrate disparagement for student creativity	1.44	2.04	5.02	8.5
Total	33.33	33.33	33.33	100.0

* Bonuses are diplomas, gifts, prizes, cash bonuses, increasing the student ratings, help for creative active students in search of a prestigious job.



As it can be seen from Table. 2, the majority of students believe that teachers and administration of universities react to the students' creativity neutrally or positively, provided that this does not affect the study (71.9%), not encouraging to special bonuses.

One in five (19.6%) believes that the administration of schools and teachers encourage students' creative life. It is significant that most of these students studying in TSOGU, followed by TSU and the third is TSUCE.

At the same time one in ten (8.5%) noted the negative attitude of university teachers to student creativity. Most likely, when choosing this answer, respondents were guided by their own negative experiences. It seems that such an approach to student creativity in the modern university is unacceptable.

The negative attitude of the management of universities to the student's creativity, as a rule, shows, firstly, the lack of educational institutions unified strategy of development of creative potential of students, and secondly, to preserve among teachers and management institution of the stereotype that "participation in the creative activity of university impedes learning".

The respondents' answers to the questions that characterize the morale, as part of the organizational culture of the university and its influence on the development of creativity and the creative activity of students are presented in Table 3

Table 3. Students' evaluation of the moral and psychological climate of university students, %

Question		The distribution of the students' answers on higher education institutions, %			Total number of students, %
		TSOGU	TSU	TSUCE	
How do you assess the moral and psychological climate in your university?	warm, friendly atmosphere and mutual trust of students and teachers	6.8	5.2	3.6	15.6
	quiet, smooth atmosphere, providing conditions for normal studying	11.9	8.1	6.7	26.7
	satisfactorily, without the expressed conflict	11.2	13.2	14.1	38.5
	discomfort, lack of teachers and students understanding	3.4	6.8	8.9	19.2
How do you assess the impact of the moral and psychological climate of the creative life among the students?	it largely determines the level of creative activity of students	20.6	22.8	21.1	64.5
	little effect on the manifestation of creative activity of students	8.4	7.1	7.7	23.2
	absolutely no effect on the creative life of students	4.3	3.4	4.5	12.3
Total		33.33	33.33	33.33	100.0

From these responses it is clear that only 15.6% of respondents indicated the friendly atmosphere of mutual understanding and confidence of teachers and students as characteristic of the moral and psychological climate formed in university, and the percentage of students evaluated their university as the best one is much higher in TSOGU.

Most part of the students assesses the moral and psychological conditions, where the educational process runs, neutrally (65.2%). They point to a normal, smooth relationship with the teachers and the lack of significant conflicts.

However, one in five students (19.2%) assesses the current situation in university as a very uncomfortable.

When it comes to assessing the degree of influence of the students' moral and psychological climate of the university on the development of creativity and creative activity, the majority of respondents attach great importance to this factor.

It can be assumed that, as a student feels comfortable, so he can entrust his creative thoughts and suggestions to teachers and fellow students, without fear of being subjected to harsh criticism, the creative activity of students depends on this factors.

The results of the survey show that in modern universities the moral and psychological climate in the team is given undeservedly little attention. Formation of the creative atmosphere at the university should be one of the most important tasks of the institution. The respondents' answers to the questions devoted to the study of motivation and value orientations of students to be creative (prestige, interest) are presented in table 4.

Table 4. Research motivation and value orientations of students, aimed at the development of creativity and creative activity

Question		The distribution of the students' answers on higher education institutions, %			Total number of students, %
		TSOGU	TSU	TSUCE	
How do you assess the value and prestige of research work?	interesting	4.2	4.4	2.2	10.8
	prestigious	4.7	4.2	3.4	12.3
	necessary for future career	5.9	6.1	5.4	17.4
	boring and uninteresting	10.2	8.9	9.8	28.9
	not prestigious, it is not worth of wasting time	8.34	9.74	12.52	30.6
How do you assess the value and prestige of other creativity forms?	interesting	7.6	5.8	6.4	19.8
	prestigious	6.1	6.1	5.4	17.6
	necessary for future career	4.2	4.5	3.7	12.4
	boring and uninteresting	13.9	12.3	12.7	38.9
	not prestigious, it is not worth of wasting time	1.5	4.6	5.1	11.3
Total		33.33	33.33	33.33	100.0



Table. 4 shows that the practical value and prestige of the creative activity of contemporary university students evaluated as a very low level. Thus, the scientific research work is interesting only for 10.8% of respondents. Approximately the same number rated them as prestigious. One in six (17.4%) understands the importance of these activities for the development of future career and further career growth.

It should be noted that the majority of respondents assesses the scientific research creativity as boring, uninteresting, not prestigious and noteworthy (59, 9%).

Somewhat better situation with students' assessment of extracurricular creative forms (participation in clubs, sections, clubs, studios, etc.). One in two (49.8%) assessed them as interesting, prestigious, as well as providing a more effective opportunity to make a professional career. At the same time, the students considered extra-curricular forms of creativity boring, uninteresting and little prestige, turned out to be the same (50,2%). In this connection it is necessary to pay special attention to raising the prestige of creative activity of students.

Table. 5 shows the respondents' assessment of creative attitudes and personal qualities of university teachers.

As it follows from the data in Table. 5, the students defined the quality of teachers as the first place, related directly to the subject knowledge (a high level of subject knowledge and ability to explain complex theoretical material).

Respondents assign a significant role to such qualities and personal settings of the teacher, as availability manifested in democracy and ease of communication with students, students want their teachers to be teacher-polimath, fairness in the assessment of students' knowledge.

Approximately half of the respondents pointed to the significant role of teacher's sense of humor as an essential element of creative dialogue with the students. The lowest rating received such teacher's quality as the high demands. However, less than one-third indicated that quality of the teacher as the ability to create in audience a creative, relaxed atmosphere for cooperation and trust.

When evaluating the teaching staff creativity of universities, surveyed students expressed dubiously. On the one hand, a high percentage of students (41.6%) believe that the majority, or at least half of the university teachers with whom they faced in educational practice, has all the necessary qualities for the development of creativity and the creative activity of students.

At the same time, more than half of the respondents believe that a creative approach to teaching is used only by individual teachers. One in five admitted that the vast majority of teachers do not have the listed above qualities of the person.

The analysis of responses, depending on the university showed that students of TSOGU and TSU evaluate their teachers significantly higher than TSUCE University students.

Table 5. Evaluation by students of creative attitudes and personal qualities of university teachers

Question		The distribution of the students' answers on higher education institutions, %			Total number of students, %
		TSOGU	TSU	TSUCE	
What qualities should the university teacher possess to promote the development of creative potential of students? *	a high level of subject knowledge	2.4	26.7	26.1	78.2
	ability to explain complex theoretical questions clearly	23.9	24.2	23.3	71.4
	democracy and ease of communication with students	21.3	20.8	20.6	62.7
	teacher-polimath	20.6	19.6	19.2	59.4
	fairness in the assessment of students' knowledge	16.9	17.4	16.9	51.2
	humour	15.7	16.2	17.9	49.8
	the desire to create a creative atmosphere in the studies	9.4	9.1	8.9	27.4
	high requirements to comply with the discipline and the implementation of educational tasks	4.2	4.2	3.9	12.3
	Yes, the majority of teachers possess these qualities	8.2	5.9	4.8	18.9
	about half of the university have these qualities	9.1	6.8	6.8	22.7
Do the majority of your teachers possess these qualities?	only a few teachers possess these qualities	13.6	14.2	10.5	38.3
	the vast majority of teachers do not possess these qualities	2.4	6.4	11.2	20.1

* as the students were asked to choose up to 3 options, the number of responses exceeds 100%

Comparing these figures with the figures of the students' creative activity of universities presented in Table. 5, it is possible to formulate a conclusion - level of students' creative activity in line with their assessment of the organizational and cultural environment of universities (high-creative students' activity at TSOGU corresponds to high students' evaluation of the psychological climate, the prestige of creative occupations, as well as the appreciation of the support from the administration and teachers of creative activity of students of universities). In contrast, low levels of creative activity of students of TSUCE correspond to their low assessment of the organizational culture of the university. This confirms the idea that the organizational culture of the university and the creative activity of students in many ways interrelated and interdependent.



In order to identify the problems of student creativity a block of questions was included to understand the students' views on the prospects of development of student creativity, namely:

- the degrees of awareness of students about the proposed university creative activities and programs of creative development;
- conditions that prevent students to be engaged in creative activities in university;
- preferences of students concerning their scientific research and extracurricular activities.

One of the survey questions was the question about the conditions that hinder student participation in creative activities offered by the university. The question was open, allowing exploring fully the students' opinions on this issue (Table 6).

Table 6. Factors to the participation of students in creative activities of the university, %

Rating	Factors	Name of educational institution			Total
		TSOGU	TSU	TSUCE	
1	The high degree of congestion of students, lack of free time	23.8	24.5	24.1	72.4
2	Low awareness of the cultural and scientific activities of the university	21.6	23.9	23.1	68.6
3	The lack of circles, sections, electives corresponding to the real needs of students	17.7	16.3	14.2	48.2
4	the high cost of additional development programs	13.2	11.4	12.2	36.8
5	Low prestige and social importance of the proposed university students programs	8.1	8.6	9.5	26.2
6	Other	2.9	2.4	2.5	7.8

A large part of the students in all the universities pointed to the absence of the circles, sections, electives corresponding to the real needs of students. These reasons should be attributed to "gaps" in the organizational culture of the universities. The degree of students' awareness considering the proposed universities of creative activities and programs of creative development are reflected in the Table 7.

As it can be seen from the data presented in Tab. 7, one in four students (27.1%) knew about the existence of clubs in their universities (elective scientific, artistic, sports sections). However, only 4.8% of students say that they are well aware of the directions of the creative development of students at the university. The vast majority of students have no idea about the creative life of their universities (81.7%).

Next, respondents were asked the question: "What electives, clubs and other activities aimed at the development of creativity, would you particularly like to visit?" At the same time, respondents could choose up to three programs. The most frequently mentioned by students, answers are summarized in the enlarged group (Table 8).

Table 7. Awareness of students about the proposed universities of creative activities and programs of creative development

Index		The distribution of the students' answers on higher education institutions, %			Total number of students, %
		TSOGU	TSU	TSUCE	
Awareness of students about the work of circles (elective, scientific, artistic, sports sections of the university)	- aware of the 1-2 clubs (sections, electives)	8.9	6.5	5.9	21.3
	- aware of the 3-5 clubs (sections, electives)	3.2	1.8	0.8	5.8
	- They do not know anything about the additional possibilities of the university	21.2	25.1	26.6	72.9
Assessment of students' awareness of the directions of the creative development of students in higher education	- extremely low	16.2	19.8	22.3	58.3
	- low	7.1	8	8.3	23.4
	- satisfactory	5.9	5.3	2.3	13.5
	- good	4.1	0.2	0.5	4.8
Total		33.3	33.3	33.3	100.0

Table 8. The distribution of the frequency of respondents' answers to the open question: "What electives, clubs, etc. activities aimed at the development of creativity, you would particularly like to visit?"

Rating	The name of the program for the development of creativity	Name of educational institution			Total
		TSOGU	TSU	TSUCE	
1	Trainings (personal growth and creative program development)	24.8	23.2	20.9	68.9
2	Dance clubs and sports (participation in dance programs)	21.3	18.9	19.6	59.8
3	Vocal lessons and music programs (participation in concerts, vocal training, etc.)	15.3	12.4	14.6	42.3
4	Participation in scientific Olympiads	12.8	13.1	13.3	39.2
5	Participation in the creative initiative of the university	10.8	12.4	10.9	34.1
6	Clubs of Fine Arts	6.7	6.2	6.5	19.4
7	Other	2.9	2.1	2.8	7.8

Analyzing the data in Table 8, the following should be noted. Socio-psychological training as a form of creative development was the most prestigious and meaningful to Tyumen students. At the same time this attitude is characteristic of the respondents of all three universities studied.

Training popularity is quite justified. It is an active form of learning practical skills, rather than listening to the lecture material, is of particular interest to the



youth of today. Moreover, psychologists and educators have repeatedly shown that the training material to digest is much more efficient when using the active forms of learning.

It should also be noted that there is an active that there is an active propaganda of self-dependence, personal achievements and aspirations. Trainings of personal growth, to develop lateral thinking, the ability to think creatively and make decisions in any difficult situation, are needed almost by every young person.

In addition, in the past decade, the word "training" is actively promoted in the media and this also caused the prestige of the chosen direction of Tyumen students.

Teaching dance and sports clubs are considered as the most preferred activity among the students (modern pop dance is mentioned especially), and vocal lessons and music programs (participation in concerts, vocal training, etc.)

Participating in scientific Olympiads has the low prestige among the students because a career in the scientific community of young people is not particularly popular in comparison with other areas of creativity. The same can be said about the participation in the creative initiative of the university.

Discussion

According to the survey, we can conclude that today the system of development of creative potential and creative activity of students of universities is more a formality than an integral part of the organizational culture of universities.

Identified low creative activity of students of universities in Tyumen is determined by reasons of an organizational nature: a low degree of awareness of students about university programs offered creative development; mismatch of program of extracurricular activities to social needs of students; low prestige and social importance of the programs offered.

The main problems in the organizational culture, impeding the development of creativity and the creative activity of students and need to be addressed were identified in a survey of students:

- the low level of students' awareness of the directions of creative activity in university;
- mismatch of curricula and extra-curricular activities aimed at the development of creativity and creative activities, offered by modern universities, the needs and demands of students;
- low prestige of scientific research and creativity offered by universities extracurricular activities programs;
- the practical lack of active methods in students' training;
- the negative attitude of the administration and lectures to the students participation in the creative activities of the university.

Conclusion

In conclusion, it should be noted that, in general, respondents evaluate influence of organizational culture on the development of creativity and creative activity is rather high.

Regional higher education institutions need to review requirements for the current programmer for the development of creativity and the creative activity of students.

We need new guidelines corresponding to the requirements of modern Russian realities, and arise the practical interest among young people.

Among the activities for improving the organizational culture of universities aimed at enhancing students' creativity, are the following:

1) Measures to improve the moral and psychological climate among teacher's, and student's groups: team building training, and conflict management; joint (teacher, teachers, teacher-students) outings, hiking, holidays.

2) Measures to improve the qualifications of teaching staff:

- conducting courses aimed at the development of knowledge and skills of teachers applying active and problem-oriented teaching methods;
- organization of trainings.

3) Measures to implement a unified strategy of the university, to ensure the development of creativity and creative activity of students:

- development of special programs aimed at improving the creative activity of students;
- creation of guidelines addressed to teaching staff, declaring the value of the development strategy of cultivating creativity among students;
- active promotion among both teaching staff and students of the value and prestige of the student's creativity.

Disclosure statement

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